



arts for all

LOS ANGELES COUNTY
REGIONAL BLUEPRINT
FOR ARTS EDUCATION

Updated October 2004



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The following Commissioner served during the development and adoption of the Blueprint:
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**The Los Angeles County Arts Commission adopted
ARTS FOR ALL on July 15, 2002**



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The following Board Members served during the development and adoption of the Blueprint:
Sharon R. Beauchamp
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**The Los Angeles County Board of Education adopted
ARTS FOR ALL on July 16, 2002**

EXECUTIVE COMMITTEE OF THE COUNTY TASK FORCE ON ARTS EDUCATION

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(March 2003–December 2003)
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* The Education Deputy of the current Chair of the Board of Supervisors is the Board’s representative on the Executive Committee.

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Janet Addo, Arts for All Project Director, Los Angeles County Office of Education

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education was commissioned by the Los Angeles County Arts Commission under the direction of Ayanna Hudson, Arts Education Director. Strategic Planning Consultant Terry Wolverton/Consult’Her guided the process, facilitated the Advisory Group and community consultations meetings, and drafted the Blueprint, with the assistance of M. Gwin Wheatley. Arts Commission Director of Communications Linda Chiavaroli edited the final draft and Roberto San Luis of San Luis Design provided the graphic design. Assistance in the final phase of the project was provided by Jane Choi through the Arts Commission’s Arts Internship Program.

**ARTS FOR ALL: LOS ANGELES COUNTY REGIONAL BLUEPRINT FOR ARTS EDUCATION
WAS FUNDED BY**



**Los Angeles County
Productivity Investment Fund**



For copies of *ARTS FOR ALL* or for additional information contact:
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ARTS FOR ALL can be downloaded at www.lacountyarts.org

Since 2002, when the Blueprint was adopted, much progress has been made toward achieving its vision and many new partners have been engaged in the process. Updates on pages 11–17 reflect this forward movement. Bulletins on continuing progress as it occurs may be found in the inside back cover pocket.



VISION

Every public school student in Los Angeles County will receive a high-quality K-12 education of which the arts are an intrinsic part of the core curriculum. Each County school district will acknowledge that exposure to and participation in the multiple arts disciplines:

- strengthens a child’s academic growth and development as an individual;
- prepares the child to feel a part of and make a positive contribution to the community; and
- ensures a creative and competitive workforce to meet the economic opportunities of the present and future.

Thus, sequential instruction in the multiple arts disciplines will be scheduled into the school day and included in the budget of every County school district.

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education provides guidance and an outline of how to achieve this vision. It presents a comprehensive series of policy changes, educational initiatives, and establishment of a new infrastructure to promote systemic and balanced provision of the arts, and identifies the roles of key stakeholders. The Blueprint proposes that systemic change can only occur through the cooperative participation of all stakeholders and by working to develop supportive policy and action at each level of involvement.

The State of Arts Education in Los Angeles County



In the year 2000, the Arts Education Task Force of Arts for LA, a coalition of senior arts leaders, commissioned the *Arts in Focus* survey, a first of its kind within the County, which detailed the status of arts education for 1.7 million students in eighty school districts and Los Angeles County Office of Education classrooms—representing 27% of all public school students in the state, and 3.4% of all public school students in the country.

The full report, released in May 2001, can be downloaded at www.lacountyarts.org. The following key findings of the survey guided the development of the Regional Blueprint:

- While school leaders profess a unanimous belief about the value of arts education, there is a lack of systemic approaches to teaching dance, music, theatre and the visual arts. **54% reported no adopted arts policy** and **37% reported no defined sequential arts education** in any discipline, at any school level.
- There is a shortage of qualified personnel to coordinate and implement a sequential arts education program. **64% reported no district level arts coordinator** and the **current ratio of credentialed arts teachers to students is 1:1200**.
- District level leaders have a strong desire to improve arts education, but are given no real incentives to develop comprehensive sequential systems to teach the arts. **Nearly 50% reported “lack of instructional time in students’ schedules as the most significant challenge.”**
- Many districts would not have arts programs without the support of parents and partnerships with non-profit arts organizations. **78% of districts allocate less than 2% of their budget to arts education** and **82.3% use partnerships with non-profit organizations to provide arts education**.
- Despite these challenges, the study finds that **five of the most populous school districts in the County have both an arts education policy and notable future plans**.

Listening to the Stakeholders

Responding to the findings of the *Arts in Focus* survey, the Los Angeles County Arts Commission established an Arts Education Hub in partnership with the Los Angeles County Office of Education (LACOE), a regional education body that coordinates services for the 80 school districts in the County plus LACOE classrooms. In November 2001, the Hub convened a twenty member Advisory Group (*see pages 4–5*), comprised of arts education leaders, to develop preliminary goals and strategies of a Regional Blueprint for arts education, as well as the process by which the Advisory Group would elicit feedback on the draft Regional Blueprint.

During the past two decades, there have been three primary instructional delivery systems in arts education in Los Angeles County schools:

- 1) integrating the arts into core-curriculum through training classroom teachers to utilize the arts to teach reading, math, history, etc.
- 2) teaching the arts as distinct subjects by credentialed arts teachers
- 3) bringing professional artists—both contracted through nonprofit arts organizations and independently—into the classroom to provide arts instruction.

Initial meetings with the Advisory Group made it clear that a successful mechanism for change would incorporate all three approaches.

Working with Terry Wolverton/Consult'Her, eight community consultations were held over the course of three months, March 2002 through May 2002, with **Policy makers**, **Implementers** and **Recipients** of arts education.

Policy makers include state legislators, state agencies, County Supervisors, University of California Regents and California State University Trustees, district superintendents, funders, school board members, PTA, municipal arts commissions, local corporate and foundation partners.

Implementers embrace principals and administrators, teachers, members of school site councils, directors of instruction, credentialed arts teachers, district arts coordinators, arts organizations, arts administrators, professional artists, and representatives of higher education who train teachers.

Recipients encompass parents, students, members and leadership of the PTA, and employers who stand to benefit from a better-educated workforce.

Each of the first three meetings convened representatives of one of the stakeholder groups. The remaining five meetings were held in each of the County supervisory districts, with individuals representing a cross-section of the stakeholder groups.

The following individuals who participated (*see pages 4–5*) made invaluable contributions of knowledge, insight, perspective, and resources that have deepened and strengthened this Regional Blueprint.



Community Consultation Participants

- Yolie Flores Aguilar, Executive Director, Los Angeles County Children's Planning Council
- *Kristine Alexander, Executive Director, The California Arts Project
- Bernice Arrants, Parent
- Glenna Avila, Director, Community Arts Partnership, California Institute of the Arts
- Jan Bajza, Performing Arts Special Events Coordinator, Long Beach USD
- Carlos C. Barrón, Member, Los Angeles County Arts Commission
- Leah Bass-Bayliss, Dance Adviser, Arts Education Branch, Los Angeles USD
- Phoebe Beasley, President, Los Angeles County Arts Commission
- Michelle Berne, Coordinator, SMARTS in the Schools Program, Santa Monica Division of Cultural Affairs and the Santa Monica Unified School District
- Jo Bernstein, Teacher, Westchester High School, Los Angeles USD
- Aurelia Brooks, Member, Los Angeles County Arts Commission
- William Broomfield, Project Director, Workplace Hollywood
- *Cynthia Campoy Brophy, Executive Director, The HeArt Project
- Kathleen Burke-Kelly, Dean of Academic Affairs, East Los Angeles College
- *Richard W. Burrows, Director of Arts Education, Los Angeles USD
- Kerry Burtis, Teacher, Crescenta Valley High School, Glendale USD
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- Dolores Chavez, Producer, Mark Taper Forum, PLAY
- Sharyn Church, Director of the Annenberg Professional Development Program, Inner-City Arts
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- Rex Comer, Assistant Superintendent, Beverly Hills USD
- *Joe Condon, Superintendent, Lawndale School District
- Leigh Curran, Artistic Director, Virginia Avenue Project
- Thomas Dase, Assistant Superintendent, Culver City USD
- Bryan Davidson, Outreach and Education Coordinator, A.S.K. Theater Projects
- Joyce Davis, Principal, Camp Glenn Rockey School, LACOE
- Spike Dolomite, Parent, San Fernando Valley
- Gary Domnitz, Principal, Loyola Village Elementary School, Los Angeles USD
- *Kym Eisner, Executive Director, A.S.K. Theater Projects
- Pam Ellis, Board Member, Glendale USD
- *Maria Elena Fernandez, Artist and Professor, California State University Northridge
- Dorothy Fleisher, Program Director, W.M. Keck Foundation
- David Flores, Director, Division of Alternative Education, LACOE
- Rudell Freer, President, Los Angeles County Board of Education
- Meryl Friedman, Executive Director, Virginia Avenue Project
- Wendy Golden, Executive Director, Thank Goodness It's Today
- Paula Goodman, Program Coordinator, Art Center for Kids, Arts Center College of Design
- Akuyoe Graham, Founder and CEO, Spirit Awakening Foundation
- Linda Gross, Executive Director, Santa Monica-Malibu Education Foundation
- Claudia Hastings, Assistant Director, Thank Goodness It's Today
- Doris Hausmann, Director of Arts and Education, Armory Center for the Arts
- Genethia Hayes, Board Member, Los Angeles USD
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- Angela Hoffman, Education Coordinator, Palos Verdes Art Center
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- *Lois Hunter, Senior Program Specialist of Theatre and Dance, Los Angeles County High School for the Arts
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- Crystal Jones, Program Coordinator, Saturday High, Art Center College of Design
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- Marion Joy, Teacher, Santa Monica USD
- Laurel Karabian, Vice President, Los Angeles County Arts Commission
- Janitta Keck, Music Resource Teacher, Pasadena USD
- Tracy Kelly, Program Director, Art Share Los Angeles
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- Jim Knight, Teacher, Culver City High School, Culver City USD
- Joanne Kozberg, Regent, The University of California, and President, Music Center
- *Robin Kramer, Senior Fellow, California Community Foundation
- *Renne Kredell, Director, Mid South, The California Arts Project
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- Marjorie Lyte, Member, Los Angeles County Arts Commission
- Leticia Mancias, Parent
- *Kendis Marcotte, Consultant

** Advisory Group Member*

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Elizabeth Sussman, Program Associate, Performing Tree

Margaret A. Taylor, Assistant Principal, Camp Glenn Rockey, LACOE

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Barbara Wamboldt, Visual Arts Specialist, Sierra Madre School, Pasadena USD

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Glenda Wina, Press Deputy, Supervisor Burke

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Caprice Young, Board President, Los Angeles USD

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Jonathan Zeichner, Co-Director, Inside Out Community Arts

*Laura Zucker, Executive Director, Los Angeles County Arts Commission

** Advisory Group Member*

Shared Beliefs

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education is guided by a commitment to the following principles:

- The arts are a vital and indispensable part of a comprehensive education of every student, fostering each student's development into a responsible citizen. A comprehensive education must include a balanced, sequential (K-12), high-quality program of instruction in the arts.
- Exposure to and participation in the arts has been demonstrated to enhance students' creativity, critical thinking, and problem-solving abilities, as well as improving student performance in other core subject areas, goals often not met through other means.
- The arts enable students to build self-esteem and self-discipline, to work cooperatively within groups, and to effectively express themselves.
- Integrating the arts into other subject areas improves academic achievement, motivates attendance, increases test scores, promotes involvement, and encourages disciplined behavior.
- The arts contribute to building a productive and forward-thinking workforce by teaching skills and competencies required by an information-based economy.
- With Los Angeles County's ever-expanding diversity, the arts serve as an essential bridge across language and cultural differences and build linkage, both within and between communities.
- Preparing general classroom teachers, credentialed arts teachers, professional artists, and administrators to effectively teach in the arts and through the arts is essential for successful implementation of the vision.
- In our media-driven society, knowledge of the arts is a necessary part of cultural literacy. Each of us is exposed daily to a myriad of images, which we must be able to read and discern if we are to make informed choices as consumers and as citizens.
- Fulfillment of the vision will have a positive impact not only on students, parents, and schools, but also on institutes of higher learning, the private sector, and the community at large.



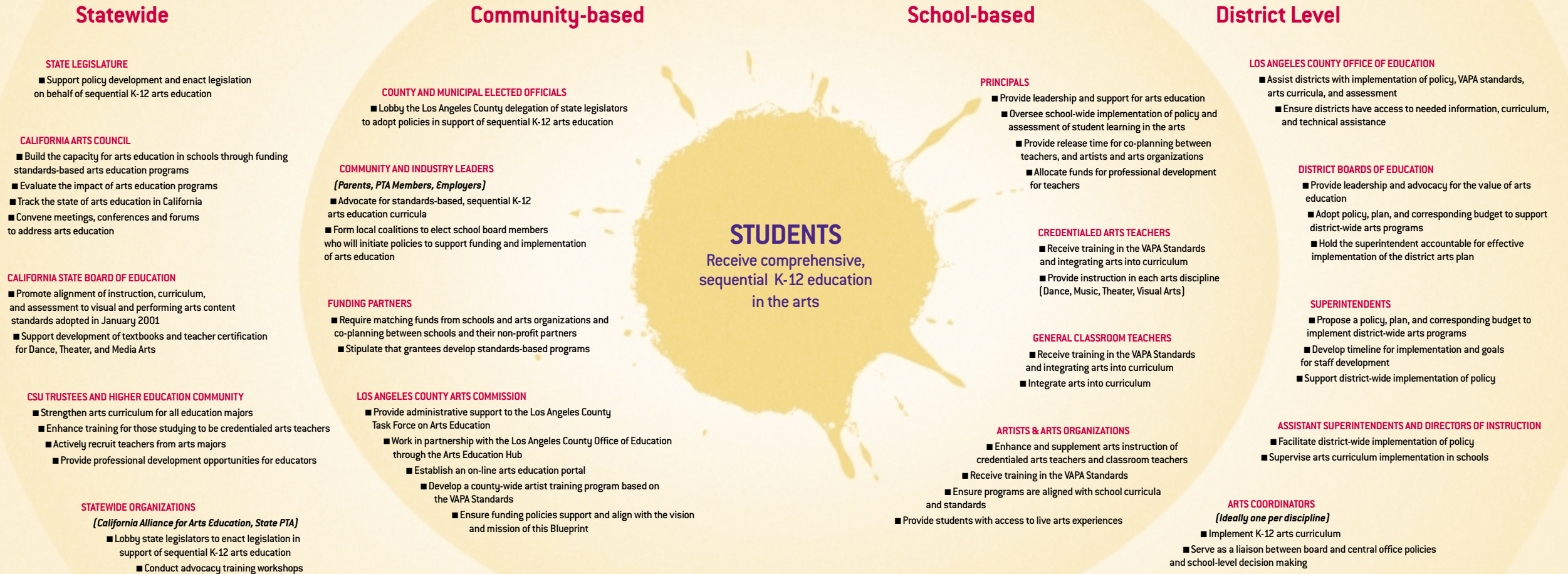


MISSION

To bring about systemic change in the 80 school districts of Los Angeles County and Los Angeles County Office of Education classrooms in order to implement comprehensive, sequential K-12 arts education for every public school student in the County, adopting curricula in alignment with the State Board of Education-approved Visual and Performing Arts (VAPA) Framework and Standards. Such systemic change will require the mobilization of diverse stakeholders, including policy makers, implementers, and recipients of arts education.

A Call to Action

No single agency, organization, or interest group can bring about the systemic change needed to guarantee a quality, sequential K-12 arts education for every public school student in Los Angeles County. The commitment and involvement of every stakeholder group is necessary to achieve the vision. The following chart provides an overview of the steps that each stakeholder can take to create systemic change.



GOAL 1

Each of the 80 school districts in Los Angeles County and Los Angeles County Office of Education classrooms enacts a policy*, adopts a plan with timeline, and approves a budget to implement sequential K–12 arts education.

STRATEGY	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Provide technical assistance and articulated models to help school board members and superintendents to develop a district policy, plan and budget for sequential K-12 arts education. A policy might include:</p> <ul style="list-style-type: none"> • school district employs a minimum of one Arts Coordinator • district increases fulltime, permanent positions for credentialed arts teachers to ensure a ratio sufficient to achieve the goal of sequential arts education • district recognizes importance of visual arts, dance, music and theatre and supports creating a balance among all four through hiring credentialed arts teachers in each discipline • district will require that in times of budget cutbacks, reductions be distributed equally across subject areas, rather than eliminating programs • district requires time be allotted each week for eacharts discipline 	<p>CALIFORNIA ALLIANCE FOR ARTS EDUCATION</p> <ul style="list-style-type: none"> * Association of California School Administrators * California State University, Los Angeles * Los Angeles County Arts Commission * Los Angeles County Board of Supervisors * Los Angeles County Office of Education * Music Center Education Division * Parents * Parent Teacher Associations * Sony Pictures Entertainment

PHASE I TECHNICAL ASSISTANCE

To help districts build the capacity to provide district-wide arts education, during the **2003-4 school year**, district and community leaders from five vanguard school districts (Culver City, Norwalk-La Mirada, Pasadena, Rosemead, Santa Monica-Malibu) received training and technical assistance through a coach to conduct an assessment of arts education in the district; to develop a comprehensive arts education policy; to develop a budgeted plan of action to address the identified arts education gaps; and, by June 2004, brought before the school board for adoption the policy and/or budgeted arts education plan.

—Funding Partners: Sony Pictures Entertainment, National Endowment for the Arts

The Los Angeles County Office of Education was the sixth district receiving technical assistance during the 2003-4 school year to develop a policy and a long-range budgeted plan to provide sequential arts education in the juvenile halls, probation camps, community schools and special education sites. In August 2004, an arts education policy was adopted by the Los Angeles County Board of Education.

—Funding Partners: California Department of Education, Los Angeles County Office of Education

Six additional school districts have committed to plan for arts education during the **2004-5 school year** and will receive technical assistance to develop and adopt an arts education policy and long-range budgeted plan (Beverly Hills, Burbank, Castaic, Compton, Hacienda La Puente, Long Beach).

—Funding Partner: Arts for All Pooled Fund

At least five districts will be chosen each school year to receive technical assistance.

PHASE II TECHNICAL ASSISTANCE

Provides 40 hours of technical assistance to the district and community teams that have completed Phase I Technical Assistance through quarterly meetings with a coach, who will guide the teams in the implementation of the long-range plan and help assess progress, review and revise the long-range plan as needed.

—Funding Partner: Arts for All Pooled Fund

*A Model School District Arts Education Policy is available online at www.lacountyarts.org.

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

BULLETINS ON ADDITIONAL PROGRESS AS IT OCCURS MAY BE FOUND IN THE INSIDE BACK COVER POCKET.

GOAL 2

Implementers and policy makers have sufficient tools, information, and professional development to achieve sequential K-12 arts education.

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A. Develop an on-line informational portal including:</p> <ul style="list-style-type: none"> resource directory of approved content-based arts education programs <p>www.LAArtsEd.org, the first ever Los Angeles County Arts Education Resource Directory, was launched in February 2004 and expanded in August 2004 to include 41 vetted arts education providers with 157 programs that meet state education standards, including the Visual and Performing Arts Standards. The website is searchable by artistic discipline, grade level, school subject area, program type and cultural origin, and features audio and video streaming of the programs as well as an online booking form. The website will be expanded each year through an annual application process. —Funding Partners: Los Angeles County, Target Corporation</p> <ul style="list-style-type: none"> data demonstrating the impact of the arts on student achievement available funds for which schools and districts may apply professional development opportunities technical assistance for developing sequential arts education programs (i.e. model district policy) 	<p>LOS ANGELES COUNTY ARTS COMMISSION</p> <ul style="list-style-type: none"> * Community-based Arts Organizations * Los Angeles County Office of Education
<p>B. Provide technical assistance to schools to support arts education partnerships with nonprofit organizations.</p>	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> * Los Angeles County Arts Commission * Music Center Education Division
<p>C. Provide information about and professional development in the VAPA Standards to all teachers, principals, and school boards.</p>	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> * The California Arts Project
<p>D. Identify and disseminate quality written year-long arts curricula, textbooks, support material, and tools for meaningful assessment</p> <ul style="list-style-type: none"> for each arts discipline; for non-arts subjects, utilizing the arts as an instructional tool. 	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> * Local School Districts
<p>E. Provide in-service professional development for:</p> <ul style="list-style-type: none"> general classroom teachers; specialists in non-arts subjects; and credentialed arts teachers to enhance capacity to provide instruction to the VAPA standards, and to strengthen capacity to assess student performance in the arts. <p>A team comprised of County-based universities, representatives from school districts, arts organizations, museums and members of the Executive Committee worked with a consultant to develop a plan of action [downloadable at http://lacountyarts.org/TeacherTrainingPlan.pdf], finalized in September 2004, that addresses these priorities for teacher training:</p> <ol style="list-style-type: none"> Review and organize arts education professional development resources in order to help districts access quality programs and identify areas where there are gaps or overlap. Work with the Arts for All districts to support the development of a professional development strand within their district plans, and to assist in formulation of initial professional development efforts. Help districts align quality professional development and written curriculum materials to support and advance their goals for sequential arts education. Develop a model framework for ideal teacher preparation in the arts, based on partnerships between schools, universities, and arts organizations. <p>—Funding Partner: Arts for All Pooled Fund</p>	<p>MUSIC CENTER EDUCATION DIVISION & CALIFORNIA STATE UNIVERSITY LOS ANGELES, COLLEGE OF ARTS AND LETTERS</p> <ul style="list-style-type: none"> * California State University Teacher Education Programs [California State University Dominguez Hills, School of Education; California State University Long Beach, School of Education; California State University Los Angeles, School of Education; California State University Northridge, School of Education] * Colleges of Art [Art Center College of Design; California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Northridge, College of Arts Media, and Communication] * Community-based Arts Organizations [Armory Center for the Arts, Inner City Arts, Los Angeles County Museum of Art, Los Angeles Opera, Museum of Contemporary Art, P.S. Arts] * County School Districts Receiving Arts for All Technical Assistance * Additional Partners [California Art Education Association; California Dance Educators Association; California Educational Theatre Association; Chapman University; Galef Institute; Hoover High School/ Glendale Unified School District; Los Angeles Unified School District; Loyola Marymount University/ School of Education; Pacific Oaks College and School; The California Arts Project; The GRAMMY Foundation; University of California, Los Angeles; University of Southern California, Urban Education Partnership]

(GOAL 2 continued on page 13)

GOAL



(Continued from page 12)

Implementers and policy makers have sufficient tools, information, and professional development to achieve sequential K-12 arts education.

STRATEGIES

LEADERSHIP * PARTNERS FOR LEADERSHIP

- F. Develop and implement a county-wide professional development program for artists and arts organizations to provide professional development in the VAPA standards, general curriculum content standards, learning styles, teaching styles, and classroom management, leading to a professional designation for artists who complete.

LOS ANGELES COUNTY ARTS COMMISSION
* Armory for the Arts
* Music Center Education Division
* Community-based Arts Organizations

Launched in January 2003, the first ever Los Angeles County Arts Education Training Program provides County-based arts education providers with an opportunity to deepen their understanding of the Visual and Performing Arts Standards and develop tools to be effective in a K-12 setting. As of June 2004, approximately 200 arts education providers have received training through the County program.

—Funding Partners: Dana Foundation, California Arts Council

- G. Provide opportunities for arts education providers to improve partnerships with schools.

LOS ANGELES COUNTY ARTS COMMISSION

In 2002, the Los Angeles County Arts Commission initiated and continues to coordinate the Arts Education Roundtable and listserv. The bimonthly roundtable meetings bring together small, mid-sized and large organizations providing education programming for discussion topics and expert panels ranging from pooling resources to national, state and local policies supporting arts education. The listserv acts as a bulletin board for members to share ideas and information about upcoming programs and events. In addition to the roundtable listserv, the Arts Commission coordinates the teaching artist listserv, comprised of artists who have completed the VAPA professional development workshops.

- H. Assist and encourage professional artists to pursue education to become credentialed arts teachers

LOS ANGELES COUNTY ARTS COMMISSION
* Colleges of Art (Art Center College of Design; California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Los Angeles, College of Arts and Letters; California State University Northridge, College of Arts Media, and Communication)

- I. Research national initiatives and contribute to the national discussion by sharing Arts for All as a model for the field.

EXECUTIVE COMMITTEE OF THE LOS ANGELES COUNTY
TASK FORCE ON ARTS EDUCATION
* Los Angeles County Arts Commission

The Los Angeles County Arts Commission is an active member of the Arts Education Partnership and was invited by the Partnership to present Arts for All at its January 2004 meeting. Arts for All was also presented at the 2003 Grantmakers in the Arts Conference and was highlighted at the 2004 Arts Education Pre-Conference of Americans for the Arts (AFTA). The Blueprint was included in *Arts Education: Trends in Public Policy Development and Implementation* prepared by the Illinois Arts Alliance and will also be one of five programs featured in AFTA's fall 2004 monograph on arts education. In addition, both the Art Education Director of Arts Commission and the Executive Director of the California Alliance for Arts Education serve on the national Arts Education Council of American for the Arts.

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GOAL 3

Parents, students, arts supporters, and community and industry leaders mobilize to advocate for sequential K–12 arts education.

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Establish local advocacy coalitions in each district to elect school board members who support funding and implementation of K-12 sequential arts education.</p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * Community Leaders * Entertainment Industry * Parent Teacher Associations</p>
<p>B Develop Arts Education briefing materials as a resource for candidates running for School Board.</p>	<p>LOCAL ADVOCACY COALITIONS * Parent Teacher Associations</p>
<p>C Develop and conduct advocacy training workshops for parents, community members, teachers, administrators, students, artists, and arts organizations.</p> <p><i>Advocacy training, provided by the California Alliance for Arts Education, has been incorporated into the County-wide Arts Education Training Program. Participants receive a general overview of advocacy as well as strategies and resources to support advocacy.</i></p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * California Alliance for Arts Education * Local Advocacy Coalitions * Parent Teacher Associations</p>
<p>D Disseminate data demonstrating how arts involvement supports student success in school.</p> <p><i>The California Alliance for Arts Education (CAAE) provides critical resources and information, including data on the impact of arts education, through ArtsEdMail, a bi-weekly e-mail news bulletin. CAAE also announces new research and data on arts education through an "e-mail blast" to state legislators.</i></p>	<p>CALIFORNIA ALLIANCE FOR ARTS EDUCATION * Local Advocacy Coalitions * Parent Teacher Associations</p>
<p>E Develop and disseminate annually Arts Education Performance Indicators (AEPI), a report highlighting local efforts to improve arts education and the status of arts education in each local school district.</p> <p><i>Based on self reported school district data, the first annual AEPI report documents the status of arts education in each of the County's 81 school districts based on five critical success factors for arts education—a school board adopted arts education policy and plan, district level arts coordinator, an arts budget of at least 5% and a student to credentialed arts teacher ratio no higher than 400:1. The first report, released in February 2004, can be downloaded at http://lacountyarts.org/artsedu_AEPI_0504.pdf.</i></p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * Los Angeles County Arts Commission * California Alliance for Arts Education * California State University, Los Angeles * Los Angeles County Board of Supervisors * Los Angeles County Office of Education * Music Center Education Division * Sony Pictures Entertainment</p>
<p>F Enlist community leadership and the County Supervisors to lobby the L.A. County Delegation of State Legislators to adopt policies in support of sequential K-12 arts education.</p> <p><i>The California Alliance for Arts Education (CAAE) is working to shape, develop and support arts education legislation. The CAAE Legislative Advocacy Committee's efforts include monitoring legislation affecting arts education, identifying those issues which are important, providing an analysis and evaluation of key issues, developing strategies for responding to key issues, and building coalitions with partners in allied areas of interest. CAAE also spearheads an annual "Arts Learning in Action" campaign, which encourages elected officials to attend an arts class, student performance or culminating event each March during Arts Education month.</i></p> <p><i>Arts education has been incorporated into the County's annual legislative agenda, enabling the County's advocates in Sacramento and Washington, D.C. to respond effectively to arts education-related legislative proposals. As part of the normal legislative cycle, the County now takes positions on specific arts education bills within the general framework outlined in the legislative agendas.</i></p>	<p>CALIFORNIA ALLIANCE FOR ARTS EDUCATION * County Task Force on Arts Education * County Board of Supervisors * Entertainment Industry * Local Advocacy Coalitions * Parent Teacher Associations</p>

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

BULLETINS ON ADDITIONAL PROGRESS AS IT OCCURS MAY BE FOUND IN THE INSIDE BACK COVER POCKET.

GOAL 4

Funding policies of public and private funders support and align with vision and mission of this plan.

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Require matching funds from schools/grantees.</p> <p>In 2003, the Arts Commission approved guideline changes requiring arts organizations applying for funding to provide evidence of matching money from the school districts for school-based programs funded.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS</p> <ul style="list-style-type: none"> * Sony Pictures Entertainment * Southern California Grantmakers
<p>B Require arts organizations and cultural institutions that partner with schools to ensure all program personnel are trained in and have developed curricula that fulfills the VAPA Standards, whether such partnerships involve</p> <ul style="list-style-type: none"> • bringing professional artists into the classroom; or • bringing students to the organization or institution. <p>The Arts Commission's approved 2003 guideline changes also include a requirement for arts organizations applying for funding to demonstrate how their education program meets the Visual and Performing Arts Standards for California public schools.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS</p> <ul style="list-style-type: none"> * Sony Pictures Entertainment * Southern California Grantmakers
<p>C Create a pooled fund to support implementation of the Blueprint</p> <p>Conceived by key partner Sony Pictures Entertainment, the Arts for All Pooled Fund was created in February 2004 to support the implementation of the Blueprint. A lead gift of \$500,000 over two years from the Entertainment Industry Foundation helped launch the pooled fund and contributions to date have also come from Sony Pictures Entertainment (\$30,000), Warner Bros. Entertainment (\$50,000 over 2 years), Creative Artists Agency (\$50,000 over two years), the J.P. Morgan Chase Foundation (\$25,000) and the Jewish Community Foundation (\$25,000 over 2 years) for a total of \$680,000. Other members of the pooled fund include the Dana Foundation, Los Angeles County Arts Commission and the Target Corporation for their support of targeted Blueprint initiatives. The round table of funders meets quarterly to discuss priorities and make joint funding allocations.</p>	<p>SONY PICTURES ENTERTAINMENT</p> <ul style="list-style-type: none"> * Creative Artists Agency * Entertainment Industry Foundation * J.P. Morgan Chase Foundation * Jewish Community Foundation * Warner Bros. Entertainment

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

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STATE GOALS & PARTNERS

New policies and priorities at the State level are required to maximize the achievement of goals at the district level. The County Task Force on Arts Education works closely with the California Alliance for Arts Education and other State-level stakeholders (including but not limited to the Legislature, State Board of Education, PTA, and the California Arts Council) to support policy development on behalf of sequential K-12 arts education. **The California Alliance for Arts Education successfully introduced the following 2002-2004 legislative platform, supported by the County Board of Supervisors, which was passed by the legislature and signed by the Governor:**

SCR 5 (Scott) A far-reaching CAAE sponsored resolution affirming the importance of standards-based instruction in the visual and performing arts.

SB469 (Scott) Co-sponsored by CAAE and the CA State PTA, the bill elevates the Visual and Performing Arts in the Instructional Materials bill.

AB1512 (Cohn) Establishes the CDE Arts Work Grant Program into statute, as separate and distinct from the Local Arts Education Partnership.

SB611 (Ducheny) Makes clear the intent of the Legislature to support all Subject Matter Projects, including the arts, health, and foreign language. The intent will encourage the University of California to continue maintenance funding in these three subject areas.

CA Master Plan for Education: CAAE advocacy was responsible for inclusion of visual and performing arts among academic areas to be taught at all levels.

The County Task Force on Arts Education will continue to work with state-level stakeholders to support the following arts education policies:

STATE LEGISLATURE/GOVERNOR

- Reinstates Arts Work Grant Program of the California Department of Education
- Mandate minimum weekly instruction in the arts
- Lengthen the school day
- Mandate a per pupil allocation for the arts
- Require the arts to be included on the exit exam for high school graduation
- Fund coordinating bodies for implementation (arts education hubs in urban areas, regional networks elsewhere)
- Support legislation to change the either/or graduation requirement for foreign language and arts; both should be required
- Support legislation to develop assessment tools for arts education

STATE COMMISSION ON TEACHER CREDENTIALING

- Develop Certification of Dance, Theater, and Media Arts instructors
- Require increase in art courses required for all teachers to be credentialed
- Require arts classes as part of the Administrative Services Credential
- Work to fill open positions on Commission with arts advocates

STATE BOARD OF EDUCATION

- Support development of quality year-long written arts curricula to address the VAPA Standards
- Support development of quality written curricula utilizing the arts as an instructional tool for other core subjects
- Support the development of textbooks in dance and theater

CALIFORNIA STATE UNIVERSITY TRUSTEES AND OTHER HIGHER EDUCATION INSTITUTIONS

- Strengthen arts curriculum for all education majors
- Enhance training for those studying to be credentialed arts teachers
- Actively recruit teachers from among arts majors

Mobilizing the Effort and Assessing Progress

The original publication of the Regional Blueprint for Arts Education in September 2002 was a vital first step in an ongoing process of planning and implementation by stakeholders. Once the Blueprint had been adopted by the Los Angeles County Board of Supervisors, the Los Angeles County Arts Commission (LACAC) and the Los Angeles County Board of Education (LACOE), each organization or agency identified as leaders, with the support of a team of partners (see *Goals on pages 11-15*), developed a plan of action for the strategy(ies) for which they have assumed responsibility. Because each strategy represents a piece of the mission, action plans unfold simultaneously in order to fulfill the vision of the Blueprint.

In March 2003, an Executive Committee of the County Task Force on Arts Education, authorized by the Board of Supervisors upon their adoption of the Blueprint, was formed to guide and monitor implementation of the Blueprint (see *inside front cover*). Comprised of representatives of the primary leadership partners, this committee meets on a monthly basis to report on and analyze progress made and provide direction as needed.

The implementation of the Blueprint is staffed primarily by the Los Angeles County Arts Commission. The Los Angeles County Office of Education has hired an Arts for All Project Director to manage LACOE's strategies in the Blueprint. Staffing was made possible through grants from the Los Angeles County Productivity Investment Fund in 2001-2 and the California Arts Council in 2001-3. The National Endowment for the Arts supports staffing for 2002 to the present.

The full County Task Force on Arts Education, which carries out its work in sub-committees of partners, was convened in February 2004 to share and celebrate the achievements of the first 18 months of implementation, including the official launch of www.LAArtsEd.org. Approximately 200 stakeholders attended this first annual Arts for All Progress Report Meeting.



L.A. County Supervisor Don Knabe addressing first annual ARTS FOR ALL Progress Report meeting.



ARTS FOR ALL Executive Committee members (l to r); Laurie Schell, Dr. Darline P. Robles, Ayanna Hudson Higgins (staff), Mark Slavkin, Dr. Carl Selkin, Laura Zucker and Janice Pober

Terms

“The Arts” are defined as dance, music, theatre and the visual arts, as there are State Board of Education adopted standards for each respective discipline (see below). However, this plan also acknowledges and supports the role of media, literary, and folk arts in arts education, and views the arts in a continuum that encompasses community-based, commercial, and professional arts activities.

Credentialed Arts Teacher —A certificated teacher trained to deliver arts instruction in dance, music, theatre, or the visual arts.

“K-12 arts education”—The multifaceted approach this Regional Blueprint recommends is that sequential K–12 arts education be delivered to students by three groups—**general classroom teachers**, **credentialed arts teachers** within their disciplines, and **professional artists**, to enhance and supplement instruction—working together with a district Arts Coordinator.

The Regional Blueprint is designed to address “public school students” in all 80 school districts within Los Angeles County and Los Angeles County Office of Education classrooms because it is within these districts that the County coordinates services. **Los Angeles County Office of Education classrooms** provide comprehensive educational programs to incarcerated, abused and neglected youth in residential facilities; community-based programs for at-risk youth (juvenile offenders, truants, dropouts and teen parents); and support for school districts to ensure that students with disabilities receive the best possible education. LACOE also operates the award-winning Los Angeles County High School for the Arts and the International Polytechnic High School.

“Scheduled into the school day”—Many respondents to the Blueprint commented on the importance of after-school programs, currently a common practice in the delivery

of arts education. These programs have provided an invaluable stopgap in the face of cutbacks that virtually eliminated arts education from the school schedule, and will continue to be important. It is part of the mission of this Regional Blueprint that arts will be returned to the regular (perhaps extended) school schedule, available to all students, and after-school programs will then provide enrichment to those students beyond the school day.

“Sequential” arts education is cumulative, with each unit of learning building upon the previous one, as opposed to learning that occurs on a random or occasional basis and/or without reference to previous units.

Visual and Performing Arts (VAPA) Standards—Content standards in dance, music, theater, and visual arts were adopted by the California State Board of Education in January 2001 (downloadable at <http://www.cde.ca.gov/be/st/ss/index.asp>). The standards guide school districts in developing comprehensive arts education programs at all grade levels. The VAPA standards are specified by grade level and were developed through a collaboration among school district curriculum specialists, teachers in each of the arts representing the California professional arts educator associations, artists, instructors from institutes of higher learning, and the California Department of Education staff. The guiding principles in devising these standards are contained in the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, 2004 (available for purchase at the California Department of Education Press, 1-800-995-4099 or download a copy at <http://www.cde.ca.gov/re/pn/fd/vpafamework.asp>). Those principles include that the arts are core subjects, each containing a distinct body of knowledge and skills, and that academic rigor is a basic characteristic of a comprehensive education in the arts.

